

Institutional Report

STANDARDS	PROPOSED CHANGES TO RULES	COMMENTS
Draft June, 2014		
NEW RULE	<u>MIDDLE GRADES (4-8)</u>	
	<u>(1) The provider requires that successful candidates:</u>	
	<u>(a) demonstrate knowledge and understanding of the major concepts, principles, theories, and research related to young adolescent development (grades 4 through 8) and apply this knowledge and understanding when making curricular decisions, planning and implementing instruction, participating in middle grades programs and practices, and providing healthy and effective learning environments for all young adolescents;</u>	
	<u>(b) demonstrate a comprehensive knowledge of young adolescents in the areas of intellectual, physical, social, emotional, and moral characteristics, individual needs, and interests, and apply this knowledge to create healthy, respectful, supportive, and challenging learning environments for all young adolescents, including those whose language and cultures are different from their own;</u>	
	<u>(c) demonstrate knowledge and understanding of the implications of diversity on the development of young adolescents, implementing curriculum and instruction that is responsive to young adolescents' language/dialects and individual identities, and histories from the local, Montana, national, and international perspectives; and</u>	
	<u>(d) demonstrate the ability to participate effectively in middle grades school organizational practices, such as interdisciplinary team organization and advisory programs.</u>	
	<u>(2) The program ensures that successful candidates demonstrate an in-depth disciplinary knowledge of the middle grades curriculum. Candidates demonstrate:</u>	
	<u>(a) knowledge and understanding of theory and research and apply knowledge in the areas of language, speaking and listening, reading and writing processes, literature, print and non-print texts, and technology, and plan, implement, assess, and reflect on English/language arts and literacy instruction that promotes critical thinking and creative engagement;</u>	
	<u>(b) knowledge, understanding, and use of the fundamental concepts of physical, life, earth, and space sciences to design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, to convey the nature of science,</u>	



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	<u>the concepts in science and technology, and the history and nature of science, including scientific contributions of American Indians and tribes in Montana;</u>	
	<u>(c) knowledge understanding, and use of the major concepts and procedures that define number and operations, algebra, geometry, measurement, data analysis and probability to engage young adolescent students in problem solving, reasoning and proof, communication, connections, and representation;</u>	
	<u>(d) knowledge, understanding, and use of the major concepts and modes of inquiry from the social studies, the integrated study of history, government, geography, economics including personal financial literacy, and an understanding of the social sciences and other related areas to promote middle grades students' abilities to make informed decisions as citizens of a culturally diverse democratic society, including the cultural diversity of American Indians and tribes in Montana, and the interdependent world;</u>	
	<u>(e) knowledge, understanding, and use of the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, perspective, and engagement among young adolescent students;</u>	
	<u>(f) knowledge, understanding, and use of the of health education to create opportunities for student development and practice of skills that contribute to good health; and</u>	
	<u>(g) knowledge, understanding, and use of human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for young adolescent students.</u>	
	<u>(3) The program ensures that successful candidates:</u>	
	<u>(a) demonstrate knowledge, understanding, and use of interdisciplinary connections to integrate subject matter contents, employing inclusive ideas and issues that engage middle grades students' ideas, interests, concerns, and experiences;</u>	
	<u>(b) plan and implement instructional strategies based on knowledge of individual students, learning theory, content, cross-curricular connections, curricular goals, and an understanding of community;</u>	



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	<u>(c) demonstrate understanding of how middle grades students, within different populations, including American Indians and tribes in Montana, differ in their development and approaches to learning, and apply this understanding to differentiate instruction for learners of all cognitive abilities;</u>	
	<u>(d) demonstrate knowledge of proven instructional strategies and use this knowledge to develop middle grades students' ability to use critical thinking, problem solving, and current and emerging technologies;</u>	
	<u>(e) apply knowledge and understanding of individual and group motivation and behavior to foster active engagement in learning, self-motivation, and positive interaction, and to create supportive learning environments;</u>	
	<u>(f) use knowledge and understanding of effective verbal, nonverbal, and media communication techniques in middle grades learning environments to foster active inquiry, collaboration, and supportive interaction in the middle grades' classroom; and.</u>	
	<u>(g) demonstrate knowledge and understanding of formative and summative assessment strategies and use this knowledge and understanding to evaluate and ensure the continuous intellectual, social-emotional, and physical development of middle grades students.</u>	

